

Social Studies ARRC At-A-Glance Map		Round Rock ISD 2011-2012	Creation Date: 06-11
		Grade Level: Kindergarten	Revision Date:
First Nine Weeks August 23 – October 21 42 Days of Instruction	Second Nine Weeks October 24 – December 16 37 Days of Instruction	Third Nine Weeks January 3 – March 9 47 Days of Instruction	Fourth Nine Weeks March 19 – May 25 49 Days of Instruction
<b>Units</b> <ul style="list-style-type: none"> <li>▪ <b>Celebrate Freedom Week</b> – <i>Week of Sept. 17 (9/12-16)</i></li> <li>▪ <b>Good Citizenship in My Community</b> 10 days</li> </ul> <b><u>Celebrate Freedom Week</u></b> <ul style="list-style-type: none"> <li>• Kindergarten is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907. As a result, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.</li> <li>• Constitution Day – September 17 (9/12-16)</li> </ul> <b>K.8A</b> identify purposes for having rules <b>K.10A</b> identify the flags of the United States and Texas <b>K.10B</b> recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; <b>K.10C</b> identify Constitution Day as a celebration of American freedom  <b><u>Good Citizenship in My Community</u></b> <b>K.8A</b> identify purposes for having rules <b>K.8B</b> identify rules that provide order, security, and safety in the home and school <b>K.9A</b> identify authority figures in the home, school, and community <b>K.9B</b> explain how authority figures make and enforce rules	<b>Units</b> <ul style="list-style-type: none"> <li>▪ <b>Citizens in My Community</b> 10 days</li> <li>▪ <b>Customs and Traditions in My Community</b> 10 days</li> </ul> <b><u>Citizens in My Community</u></b> <b>K.6A</b> identify basic human needs of food, clothing, and shelter <b>K.6B</b> explain the difference between needs and wants <b>K.6C</b> explain how basic human needs can be met such as through self-producing, purchasing, and trading <b>K.7A</b> identify jobs in the home, school, and community explain why people have jobs <b>K.11A</b> identify similarities and differences among people such as kinship, laws, and religion <b>K.11B</b> explain why people have jobs <b>K.11B</b> identify similarities and differences among people such as music, clothing, and food  <b><u>Customs and Traditions in My Community</u></b> <b>K.3A</b> place events in chronological order <b>K.3B</b> use vocabulary related to time and chronology: before, after, next, first, last, yesterday, today, and tomorrow <b>K.12A</b> describe and explain the importance of family customs and traditions <b>K.12B</b> compare family customs and traditions	<b>Units</b> <ul style="list-style-type: none"> <li>▪ <b>Being Patriotic in My Community</b> 10 days</li> </ul> <b><u>Being Patriotic in My Community</u></b> <b>K.1A</b> identify contributions of historical figures who helped to shape the state and nation: Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, <b>K.1B</b> identify customs associated with national patriotic holidays: parades and fireworks on Independence Day <b>K.2A</b> identify contributions of historical figures that helped to shape the state and nation: Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro <b>K.2B</b> identify contributions of patriots and good citizens who have shaped the community <b>K.10A</b> identify the flags of the United States and Texas <b>K.10B</b> recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag <b>K.10D</b> use voting as a method for group decision making	<b>Units</b> <ul style="list-style-type: none"> <li>▪ <b>Technology in My Community</b> 10 days</li> <li>▪ <b>Thinking Like a Geographer in My Community</b> 10 days</li> </ul> <b><u>Technology in My Community</u></b> <b>K.13A</b> identify examples of technology used in the home and school <b>K.13B</b> describe how technology helps accomplish specific tasks and meet people's needs <b>K.13C</b> describe how his or her life might be different without modern technology  <b><u>Thinking Like a Geographer in My Community</u></b> <b>K.4A</b> use terms to describe relative location: over, under, near, far, left, and right, <b>K.4B</b> locate places on the school campus and describe their relative locations <b>K.4C</b> identify tools that aid in determining location: maps and globes <b>K.5A</b> identify the physical characteristics of place: Landforms, bodies of water, natural resources, and weather <b>K.5B</b> identify how the human characteristics of place: Ways of earning a living, shelter, clothing, food, and activities are based upon geographic location
<b>Social Studies TEKSS 14-16 Ongoing process</b>	<b>Social Studies TEKSS 14-16 Ongoing process</b>	<b>Social Studies TEKSS 14-16 Ongoing process</b>	<b>Social Studies TEKSS 14-16 Ongoing process</b>
<b>K.14 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources</b> <b>A</b> obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music <b>B</b> obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts <b>C</b> sequence and categorize information <b>K.15 Communicates in oral and visual forms</b> <b>A</b> express ideas orally based on knowledge and experiences <b>B</b> create and interpret visuals <b>K.16 Uses problem-solving and decision-</b>	<b>K.14 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources</b> <b>A</b> obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music <b>B</b> obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts <b>C</b> sequence and categorize information <b>K.15 Communicates in oral and visual forms</b> <b>A</b> express ideas orally based on knowledge and experiences <b>B</b> create and interpret visuals	<b>K.14 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources</b> <b>A</b> obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music <b>B</b> obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts <b>C</b> sequence and categorize information <b>K.15 Communicates in oral and visual forms</b> <b>A</b> express ideas orally based on knowledge and experiences <b>B</b> create and interpret visuals <b>K.16 Uses problem-solving and decision-</b>	<b>K.14 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources</b> <b>A</b> obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music <b>B</b> obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts <b>C</b> sequence and categorize information <b>K.15 Communicates in oral and visual forms</b> <b>A</b> express ideas orally based on knowledge and experiences <b>B</b> create and interpret visuals <b>K.16 Uses problem-solving and decision-</b>

<p><b>making skills, working independently and with others</b></p> <p><b>A</b> use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p> <p><b>B</b> use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision</p>	<p><b>K.16 Uses problem-solving and decision-making skills, working independently and with others</b></p> <p><b>A</b> use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p> <p><b>B</b> use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision</p>	<p><b>making skills, working independently and with others</b></p> <p><b>A</b> use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p> <p><b>B</b> use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision</p>	<p><b>making skills, working independently and with others</b></p> <p><b>A</b> use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p> <p><b>B</b> use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision</p>
<p><b>Performance Assessment Required</b></p> <p>Students will identify rules; explain the importance of rules and why they are important to being a good citizen.</p>		<p><b>Performance Assessment Required</b></p> <p>Students will create a storyboard with four cells displaying different ways citizens show their patriotism.</p>	